

DOCUMENT RESUME

ED 239 717

PS 013 649

TITLE Classroom Ideas for September 1980.
 INSTITUTION Kern County Superintendent of Schools, Bakersfield, Ca. Div. of Instructional Services.
 PUB DATE Sep 80
 NOTE 58p.; For related documents, see PS 013 644-667.
 AVAILABLE FROM Instructional Resources Center, 5801 Sundale Ave., Bakersfield, CA 93309 (\$1.50).
 PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)
 EDRS PRICE MF01/PC03 Plus Postage.
 DESCRIPTORS Art Activities; Bulletin Boards; Childrens Games; *Class Activities; Elementary Education; Language Arts; *Learning Activities; Mathematics Instruction; Poetry; Puzzles; Resource Materials; Self Evaluation (Individuals); Spanish
 IDENTIFIERS PF Project

ABSTRACT

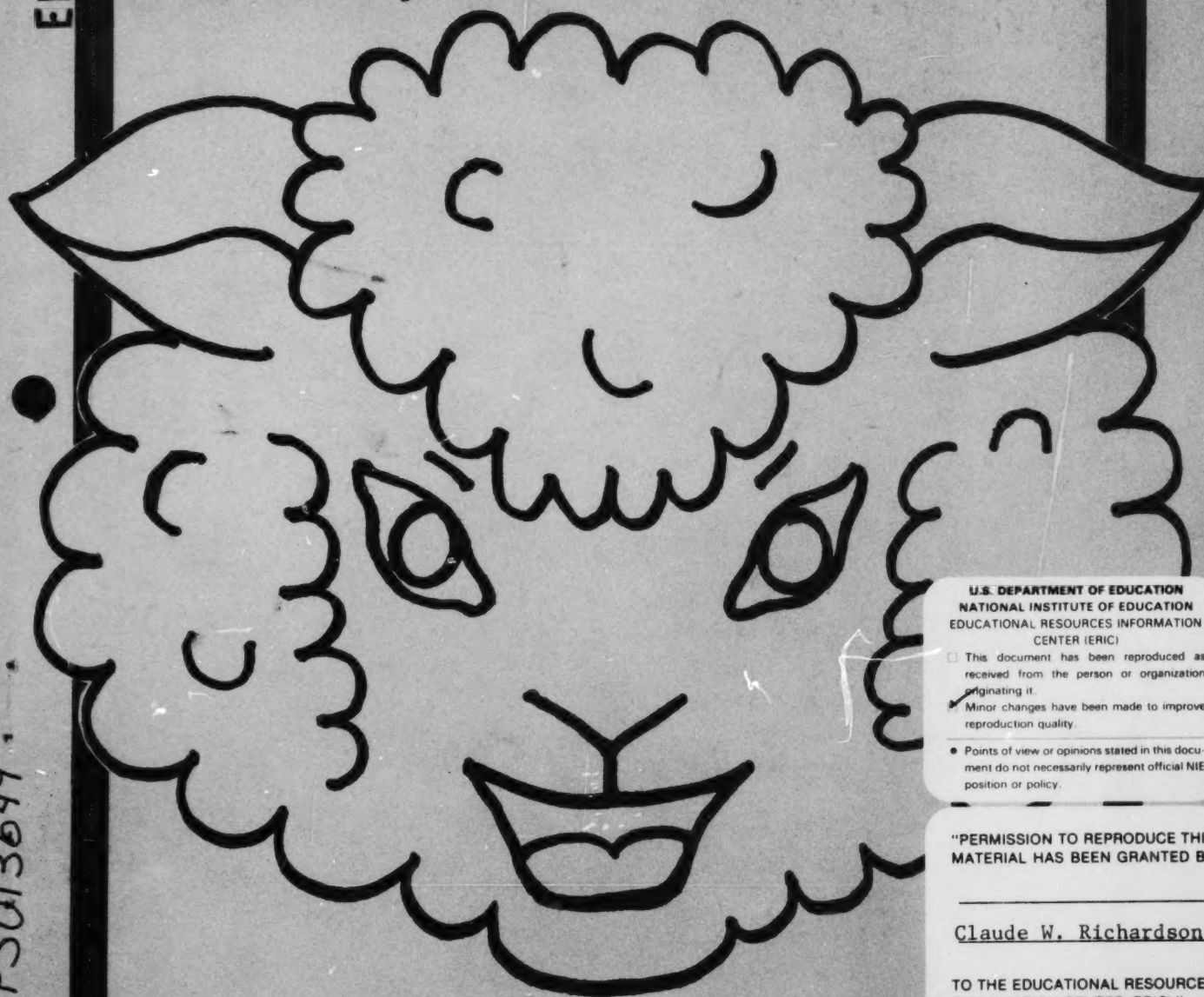
One of a series of activity guides, this publication offers a variety of learning activities and resource materials for elementary school students. The activities and resources include: poems; bilingual stories and activities written in Spanish and English; a flannelboard story; word puzzles and other puzzles; a list of social studies textbooks for primary grades with average reading levels as calculated by the Spache Readability Formula; activities to develop a self-awareness of the many skills used during the school day; rules for skill games; art activities; mathematics activities; and bulletin board ideas. (DC)

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ED239717

CLASSROOM IDEAS

FOR SEPTEMBER 1980



U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
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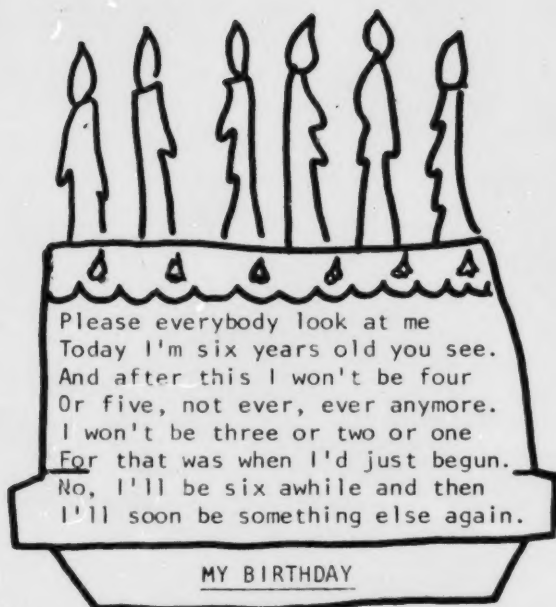
DIVISION OF INSTRUCTIONAL SERVICES
CURRICULAR SERVICES

September 1980

DATE	EVENT	ACTIVITIES PAGE
1	LABOR DAY	22, 23, 24, 25
2	FIRST DAY OF SCHOOL	1, 9, 16, 25, 27, 29, 36, 37, 46
7	QUEEN ELIZABETH I - birthday (1533)	
9	CALIFORNIA ADMISSION DAY (1850)	19
9	BETSI No. 1: Central School, 2:00-4:00 CART Meeting: 1:00-4:00	
11	JEWISH NEW YEAR, ROSH HASHANAH	
11	U.S.S. SWORDFISH, first atomic submarine (1958)	
12	HENRY HUDSON first sighted the Hudson River (1609)	
14	NATIONAL ANTHEM DAY	49
16	MAYFLOWER set sail with 102 passengers from Plymouth, England in 1602.	
16	MEXICAN INDEPENDENCE DAY	3, 4, 5, 6, 7, 8
16	TUESDAY INSERVICE: Mathematics, Board Room, 1:30-4:30	
17	CITIZENSHIP DAY	49
17	BETSI No. 1: Fruitvale	
19	First hot-air balloon flown over Versailles, France in 1783	17
20	YOM KIPPUR	
21	Spring Celebration Day in Argentina!	
21	First Daily Newspaper in U.S. (1735)	
22	FIRST DAY OF AUTUMN	48
23	TUESDAY INSERVICE: Reading, Board Room, 1:30-4:00	
26	NATIVE AMERICAN DAY	
27	First English passenger train service began 1825	

Compiled By:
CURRICULAR SERVICES

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RESOURCES CENTER, 5801 SUNDALE AVE., BAKERSFIELD, CA., AT A COST OF \$1.50
PER ISSUE.



Poetry



QUIET TIME

This is my quiet time,
 My hands and feet are still.
 My head is down,
 My eyes are closed,
 This is my quiet time.

BUMPETY BUS

I love to ride in the bumpety bus,
 in the bumpety, bumpety, bumpety bus.
 There's lots of noise and lots of fuss,
 in the bumpety, bumpety, bumpety bus.
 People are going everywhere,
 in the bumpety, bumpety, bumpety bus;
 But where I go, I don't care,
 in the bumpety, bumpety, bumpety bus.
 For whether it's fast, or whether it's slow,
 in the bumpety, bumpety, bumpety bus,
 I have a good time wherever I go,
 in the bumpety, bumpety, bumpety bus!



THE TEACHER

I'll play I am the teacher
 My blocks will be my class .
 I want them all to work hard
 So that they'll surely pass.
 To know their letters from A to Z
 To hear and say them all.
 And when I ask the different sounds
 They can freely call...
 Mmmm...eeee me.
 Ssss...eeee see.
 Trrr...eeee tree.

Also:

A a as in Afro
 B b as in beautiful
 C c as in cool
 Br and Br and Br and brown
 Br and br and br and bright.
 Chant and swing your arms.

IF

If I were a horse...

I'd neigh, of course!

(Fingers for ears. Neigh
the word "neigh.")

If I were a bug,

(Cup hands.)

I'd curl up in a rug!

(Hug self.)

If I were a bear,

(Hold hands like paws.)

I'd comb my hair!

(Comb hair all over body.)

If I were a pig,

(Puff cheeks.)

I'd ride in a gig!

(Hold reins, jog.)

If I were a hen,

(Flap hands.)

I'd scratch in my pen!

(Scratch ground.)

If I were a lynx,

(Touch "whiskers.")

I'd sit like a sphinx!

(Hold arms stiffly forward at
waist height, hold head stiffly
and close eyes.)

If I were a snail,

I'd crawl on the trail!

(Raise arms in roof shape. Crawling
motion of fingers.)

But if I were a gnu...

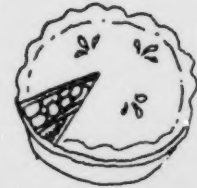
(Fingers for horns.)

I'd have nothing to do!

(Raise hands. Shrug shoulders.)



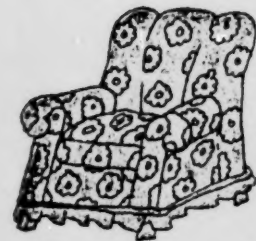
OR



OR



OR



OR



Which things were mentioned
in the poem?

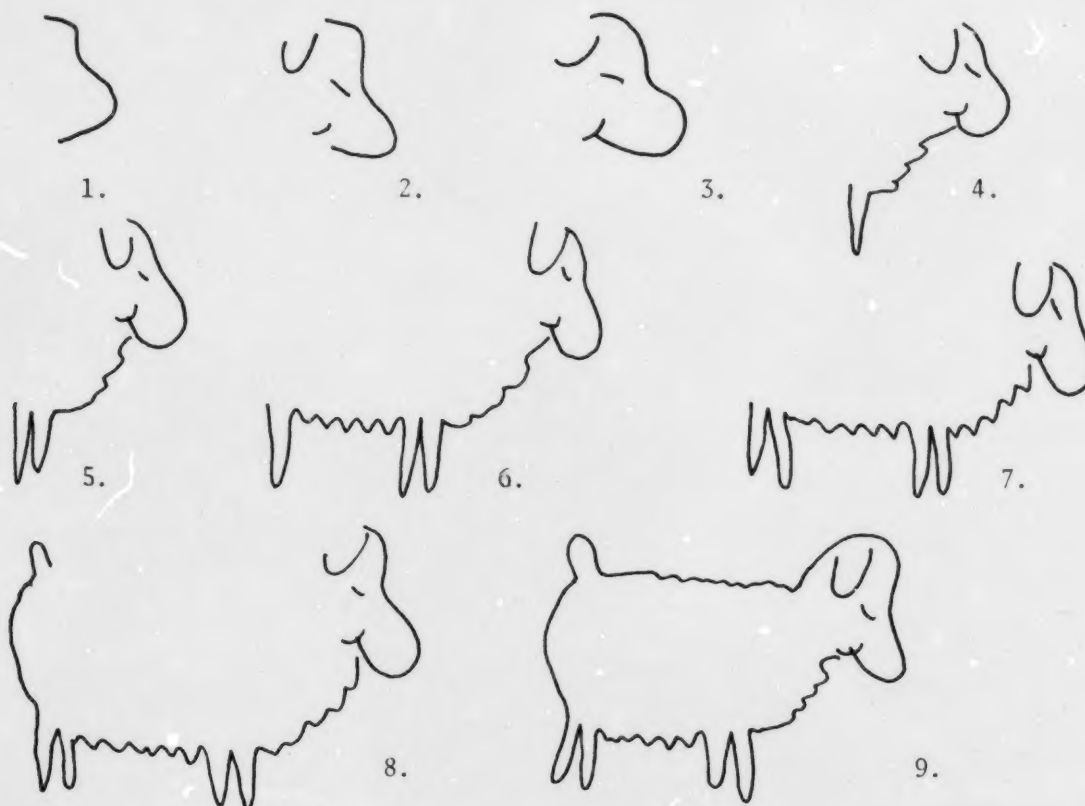


OR



OR





A CHALKBOARD STORY

in English....

1. A boy named Timothy lived in this house. He lived with his mother. 2. In their house, they had a sofa and two chairs. 3. One day, Timothy's mother asked him to go to the store to buy flour to make some tortillas. 4. He left riding his bicycle, but he couldn't ride it very well. Suddenly he fell like this. 5. He got up and fell again. 6. He continued riding his bike, zigzagging down the street when he fell for the third time, 7. then the fourth time. 8. He got up again, and, very frightened, arrived at the store, entered, bought the flour and began the trip home. 9. Timothy decided to go another way home, an easier way. He still zigzagged all over the road. When he arrived at the garden in front of his house, what do you think he saw? A little lamb.

...and Spanish.

1. Un niño llamado Timoteo vivía en esta casa. Vivía con su madre. 2. Tenían un sofá y dos sillas en su casa. Estos son el sofá y las dos sillas. 3. Un día la mamá de Timoteo le pidió que fuera a la tienda para comprar harina para hacer tortillas. 4. Salíó andando a bicicleta, pero no podía hacerlo bien. De repente se cayó así. 5. Se levantó y se cayó otra vez. 6. Siguió manejando su bicicleta zigzagando por el camino cuando se cayó por la tercera vez, 7. luego la cuarta. 8. Se levantó de nuevo, y muy temeroso llegó a la tienda, entro, compro la harina y empezó a volver a casa. 9. Timoteo decidió a seguir por otro camino a casa, un camino más fácil. Todavía zigzagó por el camino. Cuando llegó al jardín de la entrada de su casa, ¿Qué suponen Uds. que vió? Una borreguita.

EL 16 de SEPTIEMBRE

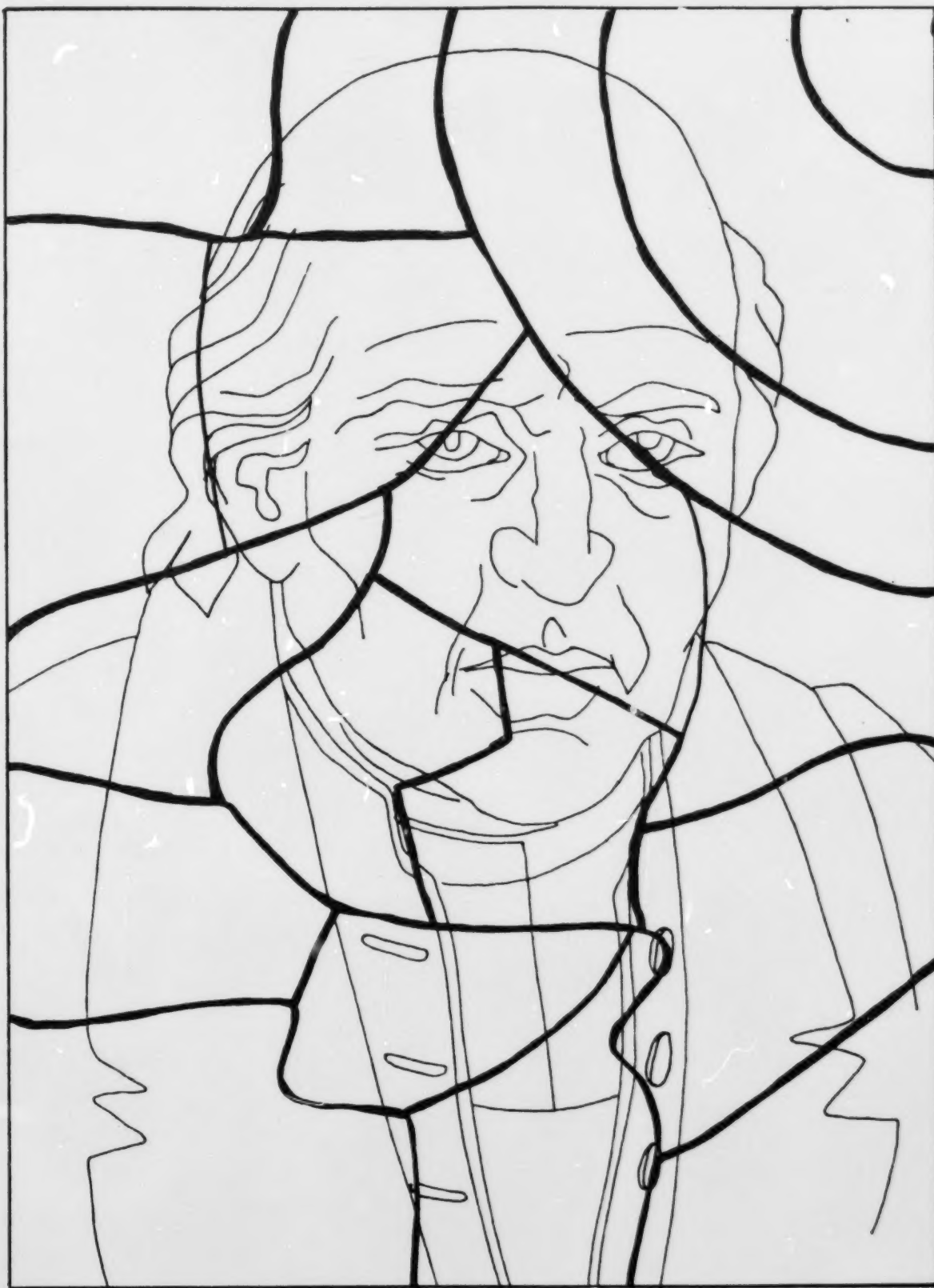
Don Miguel Hidalgo era el cura de Dolores. Había sido director de un gran colegio. Quería mucho a los indios. Les enseñó a leer y escribir, a fabricar trastes de barro, a criar los gusanos de seda. Hidalgo quería que México perteneciera a los mexicanos. Para eso dio el grito de independencia. Fue en la madrugada del 16 de Septiembre. Hidalgo tocó la campana de la iglesia de Dolores. Los habitantes del pueblo acudieron.

El les dijo: "Debemos luchar por nuestra libertad. Hagamos a nuestra patria libre y soberana". Todos lo siguieron. Por eso México festeja entusiasmado esta fecha. Es el día en que celebramos la Independencia. Recordamos al cura Hidalgo. Al cura Hidalgo lo llamamos "Padre de la Patria".

THE 16th of SEPTEMBER

Miguel Hidalgo was a priest from the town of Dolores. He had been the director of a large college. He dearly loved the Indians. He taught them to read and write, to make clay dishes, and to raise silk worms. Hidalgo wanted Mexico to belong to the Mexicans. For that reason, he called for its independence. It was in the early morning of September 16th. Hidalgo rang the church bell of Dolores. The town's citizens supported Hidalgo. He told them: "It is our duty to fight for our liberty. We shall make our country free and sovereign." Everyone followed him.

This is the reason that Mexico celebrates that date so enthusiastically. It is the day on which we celebrate our Independence. We honor Hidalgo the parish priest. We call Hidalgo "Father of our Country".



MIGUEL HIDALGO

BUENOS DIAS
(Sung to Happy Birthday)

Buenos Días a usted,
Buenos días a usted,
Buenos días, amigo.
Buenos días a usted.



Treinta días tiene Septiembre,
Abril, Junio y Noviembre;
Febrero tiene veintiocho,
Y los demás treinta y uno.

IZGUIERDA, DERECHA
(indicate directions with your arms,
tell children to imitate your actions as
they repeat after you...)

Izquierda, derecha
Delante, detrás,
Cerca y lejos
Y ya los demás;
Abajo, arriba,
Enfrente, encima
Y ahora, muchachos, (or muchachas)
Se acaba la rima.

BUENOS DIAS
(Sung to Frere Jacques)

Buenos Dias, Buenos Dias,
¿Cómo estás? ¿Cómo estás?
Muy bien muchas gracias, Muy bien muchas gracias
¿Y usted? ¿Y usted?

DIEZ NIÑITOS
(Sung to "Ten Little Indians")

Uno, dos, y tres niñitos,
Cuatro, cinco y seis niñitos,
Siete, ocho y nueve niñitos,
diez niñitos son.

UN CORDERITO TENIA MARIA

Un corderito tenía María
Su lana blanca nieve parecía
Y adonde fuera María,
Siempre el corderito la seguía.

A la escuela un día la siguió
Lo que estaba prohibido;
Pues gran desorden causo
Por haber a clase asistido.

ADIVINANZAS
(En Español)

1. Es muy grande.
Se encuentra en un lugar al aire libre.
Esta lleno de agua.
2. Es verde.
Cada Árbol las tienen.
Se cambia de colores en el Otoño.
3. Se usa para cerrar la maleta.
Se usa para cerrar la puerta.
Se usa para impedir la entrada de ladrones.
4. Se come al mediodía.
Es bueno para comer.
Cada día lo preparan las mamás.
5. Es pequeño.
Es blanco.
Hace "Ba - Ba."
6. Cada quien lo tiene.
Se puede sentarse en él.
A bebuto le encanta acurrucarse en él.
7. Es verde.
Hecho de papel.
Se usa para hacer compras.
8. Es redondo.
Puede ser de cualquier color.
Da gusto lamerlo.

RIDDLES
(In English)

1. It is big.
It is outdoors.
It is full of water.
2. It is green.
It grows on trees.
It turns color in the fall.
3. It is on suitcases.
It is on doors.
It keeps out burglars.
4. It comes at noon.
It is good to eat.
Mother fixes it.
5. It is little.
It is white.
It says, "Baa - aa."
6. Everyone has one.
It is good to sit on.
Baby likes to sit on it.
7. It is green.
It is made of paper.
You can buy things with it.
8. It is round.
It can be any color.
It is good to lick.

CONTESTACION:

1. Lago; 2. Una hoja; 3. un candado;
4. Comida del mediodía - "lunch";
5. Un cordero; 6. Regazo; 7. Billete
de un dolar; 8. Palletas

ANSWERS:

1. a lake; 2. a leaf; 3. a lock;
4. lunch; 5. a lamb; 6. a lap;
7. a dollar bill; 8. a lollipop

B	W	S
R	T	V
L	H	C

WHY DID THE STUDENTS GET
THEIR REPORT CARDS
WET?



JEFAULE OPEY
OE OE JEYOU
F TECE

FLANNEL BOARD STORY...

Clucking Hen

(l sound)

I went out to the farmyard to see my little hen.
She counted all her eggs and found that she had ten.

Cluck, cluck! Cluck, cluck, cluck!
Cluck, cluck! Cluck, cluck, cluck!

She sat on them so they would hatch
Then all the chicks popped out to scratch!

Cluck, cluck! Cluck, cluck!

Woody Woodpecker

(d sound)

D,d,d--d! D,d,d--d! D,d,d--d!
Woody Woodpecker drills all day, to find his food, he
works this way...

D,d,d--d! D,d,d--d! D,d,d--d!
The tree's so hard his head must ache. I wonder if
his bill will break!

D,d,d--d. D,d,d--d! D,d,d--d!

Gr-Gr Tiger (Lion)

(r sound)

Gr, gr, gr! Gr, gr, gr!
I'm a gruff and grumpy tiger (lion), but I'm only 3 months old.
My mother taught me how to growl and act so very bold.

Gr, gr, gr! Gr, gr, gr!
Everyone's afraid of me. They think I'm rough and mean!
But I'm the nicest tiger (lion) that you have ever seen.

Gr, gr, gr! Gr, gr, gr!

... SOUNDS

Wilma Woo

(w sound)

I am a little goldfish. My name is Wilma Woo.
I'm always blowing bubbles and making eyes at you.
W - w - w - w - w - w!

My lips are always moving and form a circle round.
Each time I blow a bubble, you hear the "w" sound.
W - w - w - w - w - w!

Hippety-Hop Bunny

(h sound)

I'm a little baby bunny and have a twitchy nose.
I have a fluffy tail and twenty scratchy toes.

My ears are very tall. My eyes are really pink.
Now watch me jump and hop, faster than a wink.

Hippety-hop, hippety-hop, hop! Hop, hop!
Hippety-hop, hippety-hop, hop! Hop, hop!

Baby Owl

(wh sound)

I'm a little baby owl. My home is in a tree.
I stay in bed all day because I cannot see.
Whoo - whoo! Whoo - whoo! Whoo - whoo!

When children are asleep, the sun puts out its light
I sit up in the tree and hoot all through the night.
Whoo - whoo! Whoo - whoo! Whoo - whoo!

Mooley Cow

(m sound)

Moo! Moo! Moo!

I'm either very quiet while standing in the sun,
Or busy chewing grass which is a lot more fun.

I like to moo sometimes, and you can hear me now
I'll make a sound that you all know because I'm

Mooley Cow.

Moo! Moo! Moo!

Moo! Moo! Moo!





13



16



14

a-b-c

H. I. J

DOT-TO-DOT

G.

F.

E.

D.

C.

B.

A.

Y.

K. L. M. N. O. P. Q. R. S. T. U. V. W. X. Z.

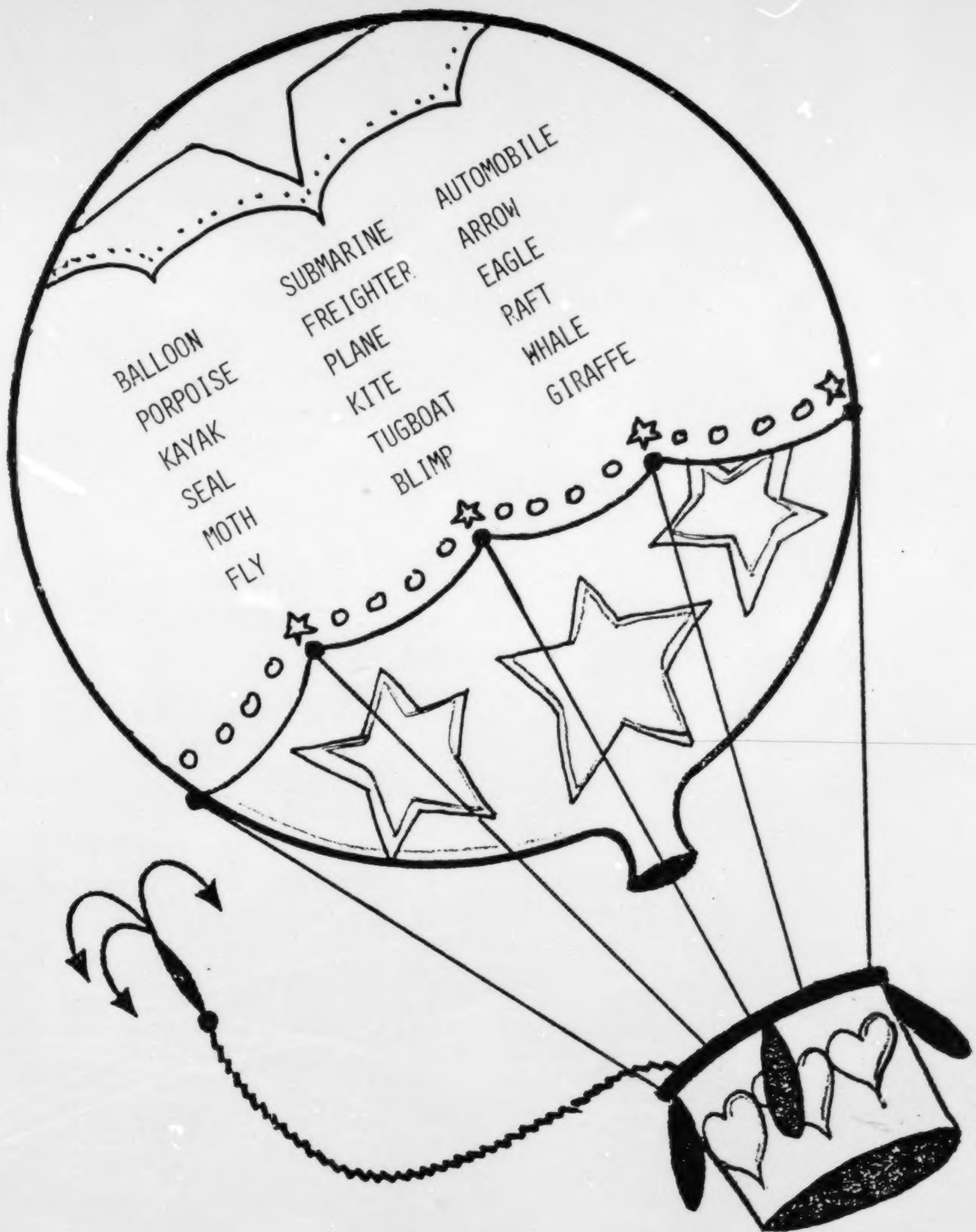


HELP!

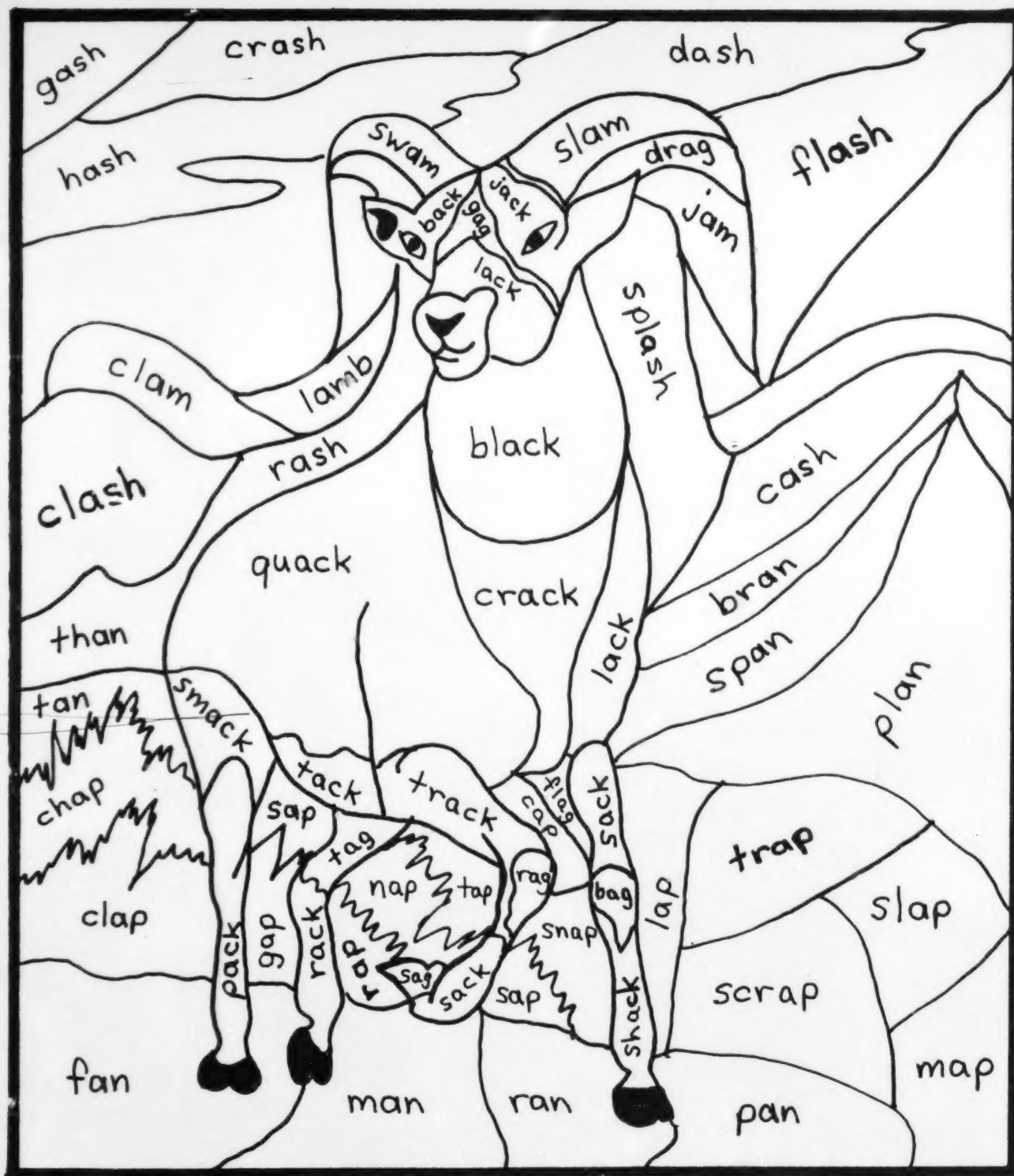
SCHOOL

Since Mary found there was a rule,
That little lambs can't go to school!
I think that there is little doubt
That you can help him get back out!





CAN YOU CIRCLE THE NAMES OF THINGS THAT ONLY
GO IN THE AIR?



COLOR CODE

AG - BLACK

ASH - BLUE

AN - PURPLE

AP - GREEN

18

ACK - BROWN

AM - ORANGE

LET'S MAKE WORDS FROM THE LETTERS IN



California was admitted into the Union as the 31st state on September 9, 1850.

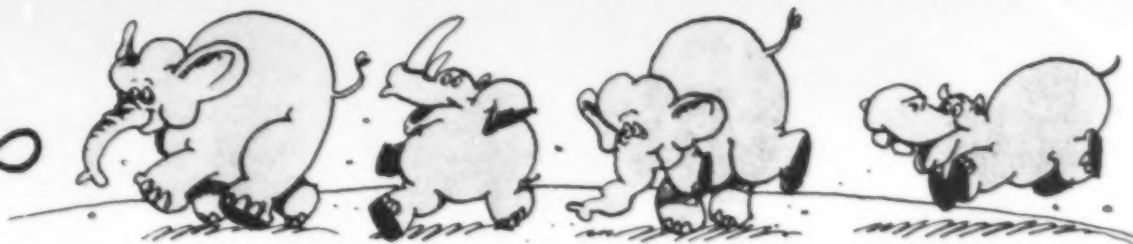
READABILITY OF SOCIAL STUDIES TEXTBOOKS FOR GRADES 1, 2, AND 3.

Readability is determining the grade level of reading difficulty of a text and the considerations of all other factors that influence comprehension.

The AVERAGE readability level of each of the grades 1, 2, and 3 most commonly used Social Studies Textbooks is listed below to help the classroom teacher select the most appropriate textbook for students. These were calculated by using the Spache Readability Formula.

<u>Publisher and Date</u>	<u>Grade Level and Title</u>	<u>Average Reading Level Spache</u>
American Book Co. (1979)		
	1. Self	1.5
	2. Others	1.8
	3. Communities	2.2
Bowmar/Noble Publishers Inc. (1980)		
	1. You and Your Family	1.5
	2. Groups and Communities	1.9
	3. Cities and Suburbs	2.5
Follett Publishing Co. (1977), "Exploring Our World" Series		
	1. People	1.4
	2. Groups	1.6
	3. Communities	2.2
Ginn and Co. (1979)		
	1. Our School	1.6
	2. Our Neighborhoods	1.8
	3. Our Communities	2.2
Harcourt, Brace, Jovanovich (1980), "Living in Our World" Series		
	1. The Family	1.5
	2. The Neighborhood	1.7
	3. The Community	2.9
Houghton Mifflin Co. (1980), "Windows On Our World" Series		
	1. At Home, At School	1.3
	2. In Our Community	1.9
	3. Ourselves and Others	2.3
Laidlaw Bros.-Publishers (1977-79)		
	1. Understanding People - 77	1.8
	2. Understanding Families - 77	1.9
	3. Understanding Communities - 77	2.2
Scott, Foresman & Co. (1979), "Social Studies" Series		
	1. Level 1	1.7
	2. Level 2	1.9
	3. Level 3	2.4
Silver Burdett Co. (1979)		
	1. Living in Families	1.5
	2. Living in Communities	1.6
	3. People and Resources	2.0

Here Come the Animals!



M D O G C A T C H E R B C D L F
 O T G U H R A E B A E P M P F O
 N M P A N T A C E S A R O U O X
 K N L Y F C N G N L N L A P X T
 E O I I M B E E L I N E W T H R
 Y P S G O O S E P I M P L E U O
 W H M C R E C A T W A L K N N T
 R Z O E S U O H G O D N I T T N
 E H O R S E F L Y F O X H O L E
 N B O W O R M G E A R B L M T R
 C H I C K E N P O X N Y I A B P
 H E A G E R B E A V E R D L B L

First, find the hidden words that are made
 from the names of animals. Then, for more
 fun, choose five of the words and find out
 what they mean!

BEARHUG
 BEELINE
 CATWALK
 PUPTENT
 FOXTROT
 FOXHUNT

WORMGEAR
 HORSESENSE
 EAGER BEAVER
 MONKEY WRENCH
 FOXHOLE
 GOOSEPIPLE

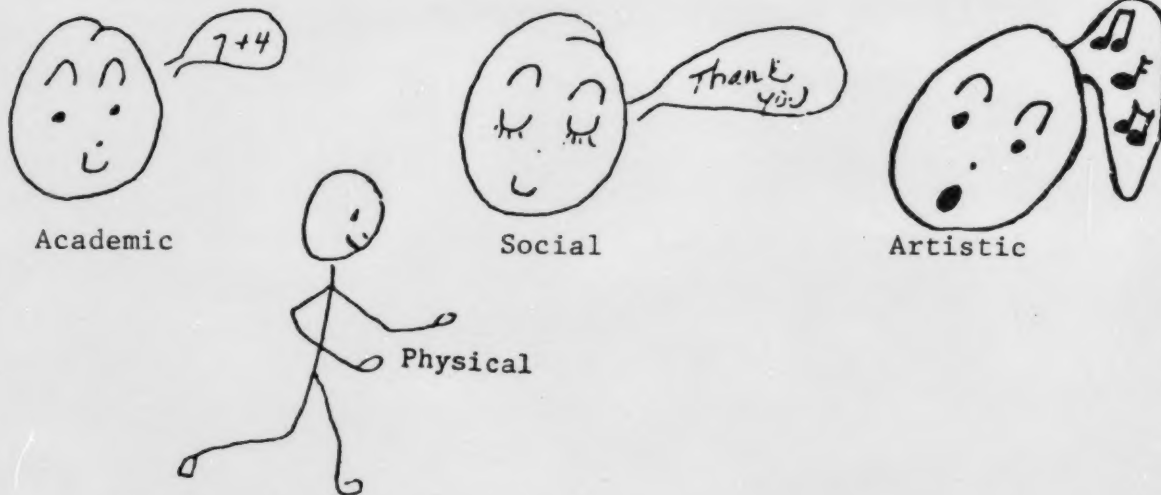
CATFISH
 DOGHOUSE
 HORSEFLY
 CHICKEN POX
 CATNAP
 DOG CATCHER

Choice Activities

PURPOSE

To develop the students awareness of the many skills required in order to perform the various tasks during a regular school day.

ACTIVITIES REQUIRE SKILLS



(Flash cards may be used in a multi-response class activity - children could make their own flash cards.)

Read the list slowly and carefully. Give each person a chance to respond or select his card.

- | | |
|----------------------------|----------------------------------|
| 1. Pushing | 17. Feeling |
| 2. Math | 18. Friendship |
| 3. Making decisions | 19. Turning |
| 4. Running | 20. Spelling |
| 5. Painting | 21. Jumping |
| 6. Working with a teammate | 22. Listening |
| 7. Walking | 23. Playing a musical instrument |
| 8. Language | 24. Crawling |
| 9. Writing | 25. Singing |
| 10. Drawing | 26. Getting along with others |
| 11. Standing | 27. Sitting |
| 12. Dancing | 28. Cooperation |
| 13. Drama | 29. Following directions |
| 14. Reaching | 30. Pulling |
| 15. Reading | 31. Speaking |
| 16. Handling | 32. Throwing |
| | 33. Sharing |

PROJECT CHOICE #150, A CAREER EDUCATION UNIT FOR GRADES 1 AND 2, OFFICE OF THE KERN COUNTY SUPERINTENDENT OF SCHOOLS, 5801 SUNDALE AVENUE, BAKERSFIELD, CALIFORNIA.

Make a ditto. Use these for student - made flash cards.

For added strength use manilla paper.

Academic Skill

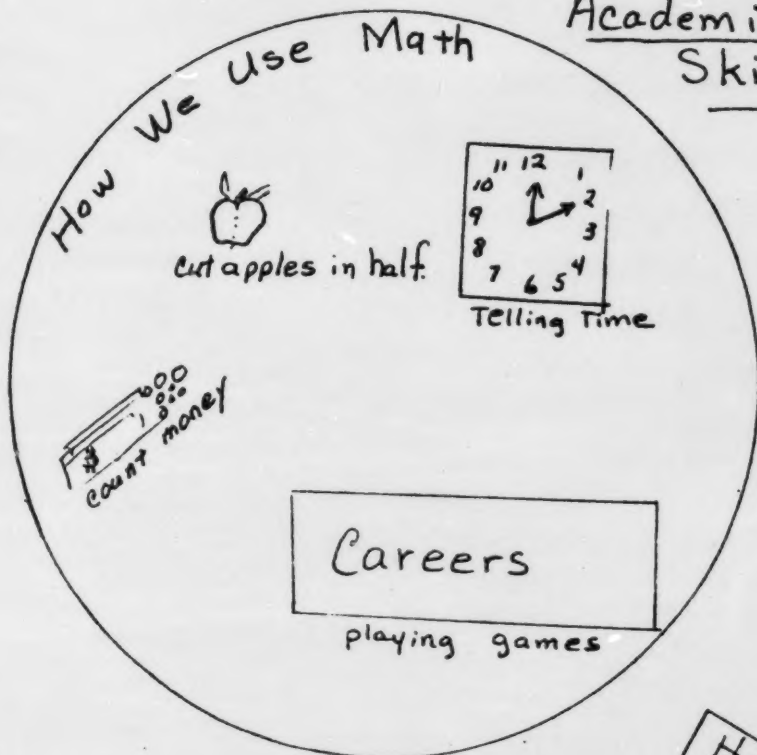
Social Skill

Artistic Skill

Physical Skill

Poster Ideas

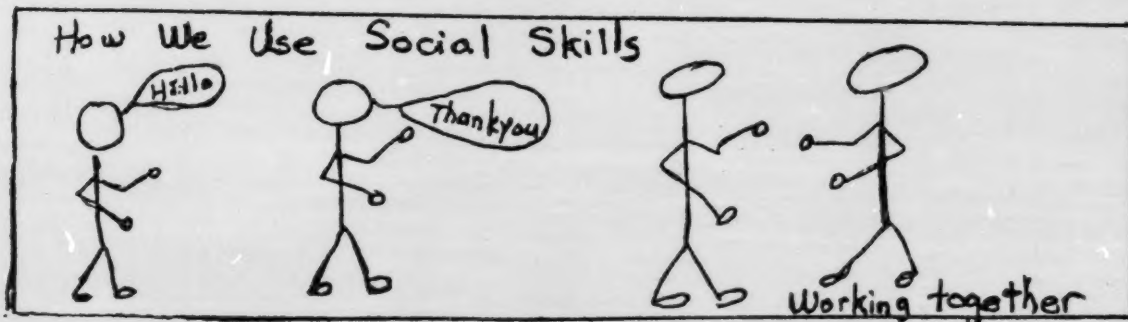
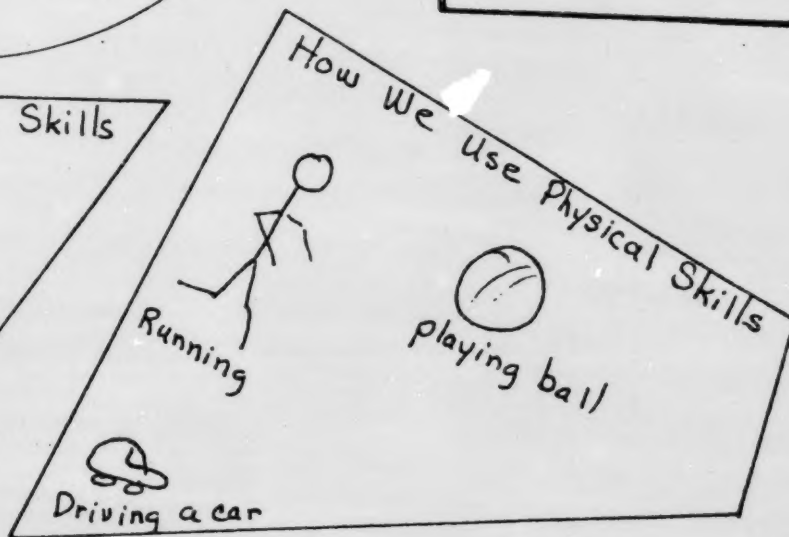
Academic Skills



Ideas

How We Use Math
 How We Use Reading
 How We Use Health
 How We Use Writing
 How We Use Science
 How We Use:

Friendship
 Sharing
 Walking
 Listening
 Art
 Music



BACK-TO-SCHOOL



You need:

1. construction paper
2. lined paper
3. pencil
4. crayons
5. stapler

Create your own school. What workers would you include? What subjects would be taught? What time blocks do you think would be best. Put your ideas in a book that you design.

These words might help!

Custodian

Secretary

Reading

Spelling

Principal

Helpers

Math

Music

Vice-Principal

Librarian

Science

Writing

Nurse

Art

Recess

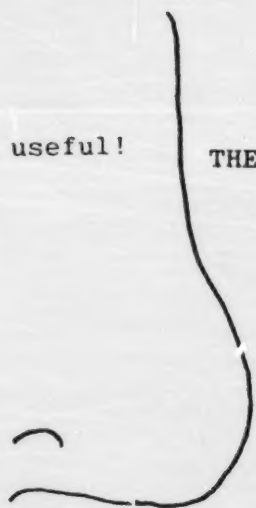
Teacher

Social Studies Lunch

Cafeteria Worker

Physical Education

Noses can be very useful!



TASK CARD

THE NOSE KNOWS!

You need:

1. paper
2. pencil
3. felt pens
4. manilla - 12 x 18

List many ways in which your nose helps you. Use felt pens to make a collage of many different noses. Share your ideas with the class!

If you have time, you may want to do the same project using ears or mouths!

BABY BLUES!

TASK CARD



Eyes help us do many things!

You need:

1. paper
2. pencil
3. construction paper
4. sand paper

List as many ways as you can in which you use your eyes. How do your eyes help you? Think about the skills that require eyes. You may want to make eyes to put on the flannel board as you report your findings to the class!



BUILDING THINGS USING SKILLS!

You need:

1. clay
2. paper strips
3. plastic straws
4. toothpicks
5. glue
6. clock
7. Other items you'd like to use for building!

Use the items listed above to build a structure as tall as yourself. You have only 15 minutes.

TASK CARD

DEAR GRANDMOTHER AND GRANDFATHER



You need:

1. Your spelling book
2. Paper
3. Pencil
4. Envelope

Select any spelling lesson you have studied. Use the words in the lesson to write a letter to your grandmother, grandfather or a friend. You can write more letters if you have time.

Back-to-School

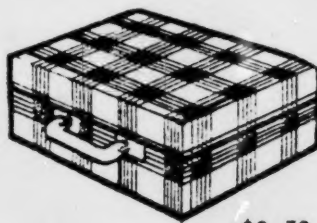
You need:

1. pencil
2. paper
3. manila (12 x 18)

You are going on a shopping trip for your school supplies. Use your skill in math to keep track of how much money you spend. Color a picture of each item you purchase and indicate the amount. Add to find out how much you spend.



\$2.98



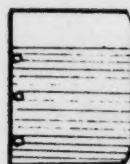
\$3.50



65¢



\$1.59



89¢



59¢



19¢

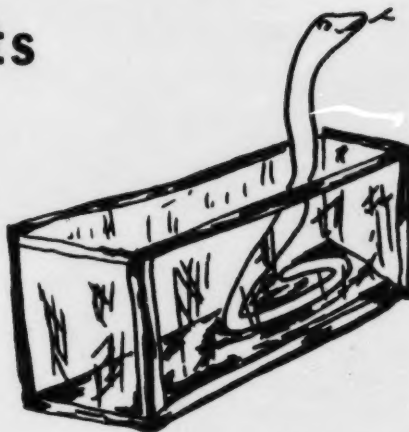


35¢



49¢

Classroom Pets



PURPOSE: To observe the variety of animal life.

CONCEPT: Living things grow and develop in a variety of ways to suit their environments.

MATERIALS: Suitable cage, feed, wood shavings, classroom pet

ACTIVITY:

1. Provide a pet for the classroom, to be observed.
2. After several days of observation involve the children in a discussion about the animal. Have the children sit around in a circle and ask: "What does the animal feel like to you?", "What kind of sounds does it make?", "How does it move?", "Where does the animal live?", "What does the animal eat?"
3. Have the children act out how the animal hops, crawls, or runs. Have the children act out several animals.
4. Take a field trip to a pet shop or zoo.
5. Have children ask their parents to take them to the pet shop or zoo and then tell the class about it. Have the children draw pictures to show what they are relating.
6. Arrange with a resource person to bring in a special animal.

POSSIBLE KINDS OF PETS:

Birds
Amphibians:
Frogs
Toads
Salamanders

Reptiles:
Turtles
Snakes
Lizards
Ant Colonies

Mammals:
Mice
Rabbits
Hamsters
Guinea Pigs

Learning about Animals

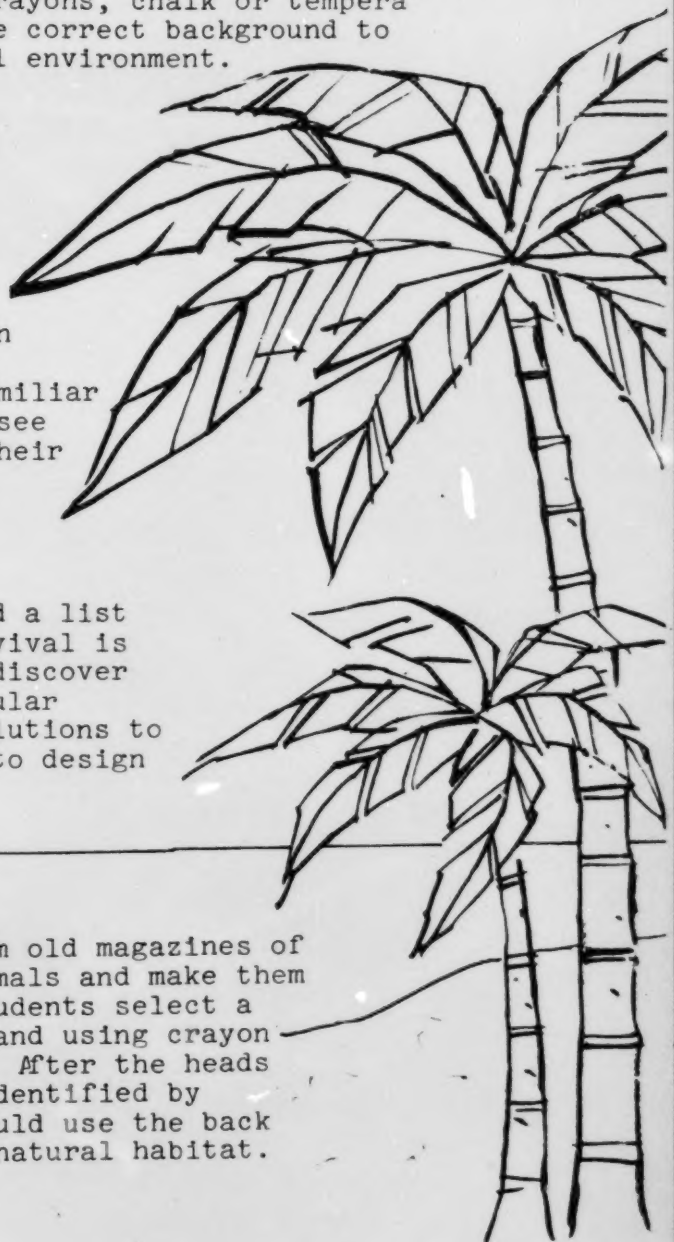
Instruct the students to cut pictures of animals from magazines. The pictures may be glued on construction paper and crayons, chalk or tempera paint used to fill in the correct background to show the animal's natural environment.



Mount a large world map on a bulletin board. On small strips of tagboard, write names of animals that are unfamiliar to the students. Have a contest to see who can pin the unusual animals to their homelands. Provide research books.

Animal Exit - Provide resource books and a list of extinct animals or animals whose survival is threatened. Challenge the students to discover the causes of extinction for the particular animals. Ask them to try to provide solutions to save these animals from extinction and to design posters promoting these solutions.

Animal Menagerie - Collect pictures from old magazines of animals. Cut the heads off all the animals and make them available to the students. Have the students select a picture, glue it on construction paper and using crayon or chalk, draw the head on the animal. After the heads have been drawn, the animal should be identified by name and labeled. The students also could use the back of the paper to draw the animal in its natural habitat.



This Old Man



This old man he played one,
He played nick-nack on my thumb,
With a nick-nack, paddy-whack give the dog a bone,
This old man came rolling home.



This old man he played two,
He played nick-nack on my shoe,
With a nick-nack, paddy-whack give the dog a bone,
This old man came rolling home.



This old man he played three,
He played nick-nack on my knee,
With a nick-nack, paddy-whack give the dog a bone,
This old man came rolling home.



And this old man he played four,
He played nick-nack on my floor,
With a nick-nack, paddy-whack give the dog a bone,
This old man came rolling home.



This old man he played seven,
He played nick-nack up in heaven,
With a nick-nack, paddy-whack give the dog a bone,
This old man came rolling home.

This old man he played five,
He played nick-nack on my hive,
With a nick-nack, paddy-whack give the dog a bone,
This old man came rolling home.

This old man he played eight,
He played nick-nack on my plate,
With a nick-nack, paddy-whack give the dog a bone,
This old man came rolling home.

And this old man he played six,
He played nick-nack on my sticks,
With a nick-nack, paddy-whack give the dog a bone,
This old man came rolling home.

And this old man he played nine,
He played nick-nack on my spine,
With a nick-nack, paddy-whack give the dog a bone,
This old man came rolling home.

This old man he played ten,
He played nick-nack all over again,
With a nick-nack, paddy-whack give the dog a bone,
This old man came rolling home.



INTRODUCTION

The English folk song "This Old Man" is a favorite singing and counting game song. The lively mood and tempo express humor. The song presented in sound and on film provides both auditory and visual models of the number concepts. The nonsense words "nick-nack" and "paddy-whack" add to the humor of the song and give clues to the rhyming element in language.

SPECIFIC OBJECTIVES

- To sing the melody sequence
- To recall the verse sequences
- To understand the relationship between "sets of fingers" and the 1-10 number symbols standing for the sets
- To recognize auditorially rhyming word pairs: two—shoe; three—knee; four—floor; etc.
- To distinguish between words that rhyme and non-rhyming words: thumb—one; moon—broom; etc.
- To discover the relationship between mood and tempo
- To promote language understanding by studying terms describing action: rolling, skipping, stumbling, hopping, creeping, scrambling, running, scurrying, bouncing, dragging, wandering, etc.
- To recall or remember the exact sequence of sounds or words
- To build new words through use of consonant substitution
- To express ideas in spoken or written form
- To communicate ideas without using spoken language

COMMUNICATION SKILLS CATEGORIES

- Auditory Memory
- Story Sequencing
- Number Concept Development
- Auditory Discrimination
- Auditory Discrimination and Phonics
- Feeling Tone
- Vocabulary Development
- Auditory Sequencing
- Phonics
- Expressive Language
- Nonverbal Communication

Rhyming Words

Follow-Up Lessons:

- one on my thumb
- two on my shoe
- three on my knee
- four on the floor
- five on my hive
- (a bee hive should be explained)
- six on my sticks
- seven up in heaven
- eight on my plate
- nine on my spine
- ten once again

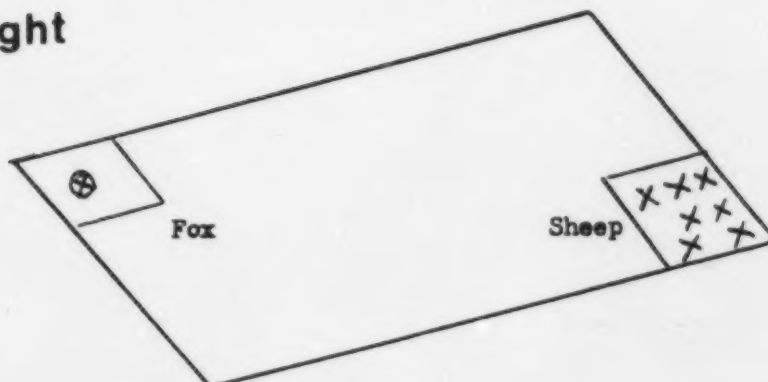
Number Names and Number Sets

Teacher: "How did the old man count? Yes, he counted using his fingers. Can everyone show me how many is one? Good! Two? ... Three? ... Four? ... Five? ..."

Vocabulary Development

Ask for substitute words for "rolling." "This old man came '*running*' home" or "This old man came '*hopping*' home." Discuss "action" words which the pupils may not understand and illustrate the meaning, such as "scampering," "jogging," "tumbling," "bouncing," etc.

Midnight



SKILLS: Running, dodging

EQUIPMENT: None

NUMBER OF PLAYERS: 10 - 30

OBJECT OF THE GAME: To keep from being caught by the fox

PROCEDURE:

One player is the fox and the others are sheep. The game starts with the fox in a den in one corner of the play area. The sheep are in a sheepfold marked in the diagonally opposite corner.

The fox leaves his den and wanders about the meadow (playground), whereupon the sheep also come forth and approach as close as they dare.

They keep asking him, "What time is it?" Should he say, "Three o'clock," or "Eleven o'clock," etc., they are safe, but when he says "Midnight!", they must run for the sheepfold, the fox chasing them.

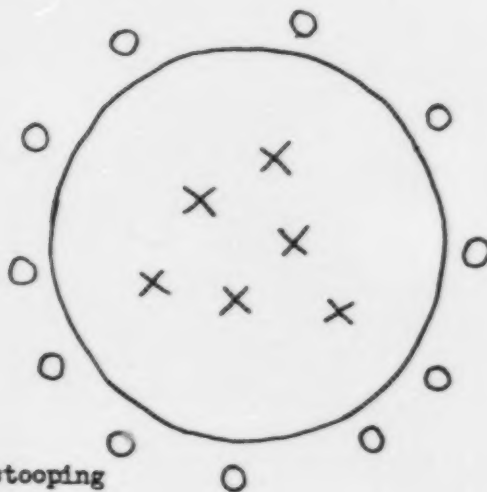
Sheep caught become foxes and assist the first fox. When there is more than one fox, each should hold up his left hand while chasing. The original fox gets to tell the time.

The last sheep caught becomes fox for a new game.

TEACHING SUGGESTION:

Can use kickball diamond for meadow and have home plate area as sheepfold.

Charley over the water



SKILLS: Running, skipping, stooping

EQUIPMENT: None

NUMBER OF PLAYERS: 10 - 30 players

PROCEDURE:

The children form a single circle facing center. One or more players stand in the center of the circle.

Circle players run or skip around the circle to the left. While they are running they chant:

"Charley over the water, Charley over the sea, Charley catch a bluebird, you can't catch me."

At the word "Me", the circle players stop and stoop with both hands touching the ground. At the same time, players from the center of the circle try to tag circle players before they are able to stoop and touch the floor.

Any player who is tagged before he stoops must change places with the center person tagging him.

TEACHING SUGGESTIONS:

Repeat the game as many times as desired, alternating the direction of the circle players.

Movements other than running and skipping can be used by the circle players.

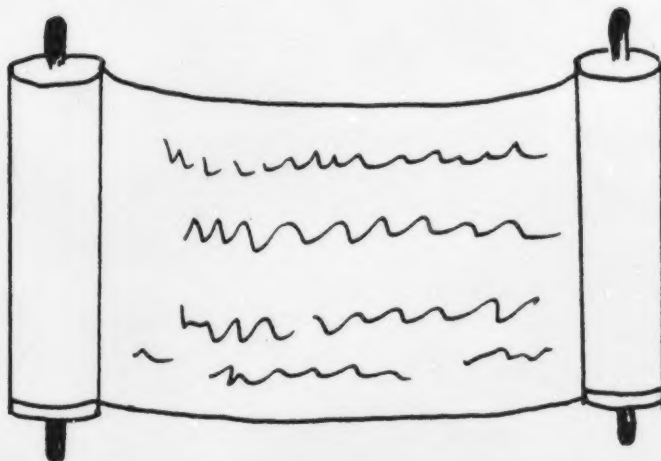
ART

Material: Brown butcher paper
 Two old wooden rolling pins
 Felt markers or crayons

Rules of good conduct or ideas for getting along with others
can be written on the butcher paper.

The edges can then be torn and rubbed with black or dark brown
crayon to give an antique look to the scroll.

Fasten ends of butcher paper to the wooden rolling pins with
a heavy duty stapler. The scroll can then be unrolled from
both ends.



ART

Children can dress up a grouping of connected paper dolls to represent the children in their class.

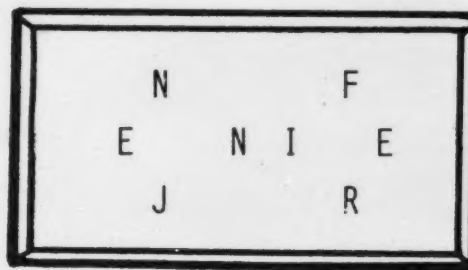
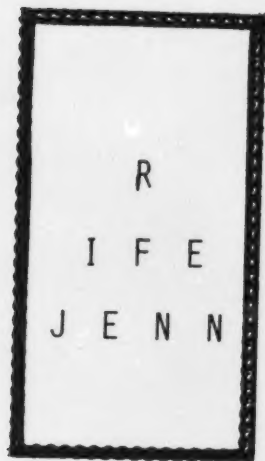
Directions:

- 1) Fan fold a piece of long rectangular newsprint in as many parts as there are boys or girls in the classroom. Each student will need to fold two pieces to represent girls and boys.
- 2) Draw a boy on one set and a girl on the other set.
- 3) Draw the figures (half shape) on the fold. (See Figure 1 and Figure 2) Be sure to leave a few points on the figures connected to the opposite fold so when the figures are cut and opened they do not fall apart.
- 4) If any half figures appear they can be stapled together or cut off.
- 5) Use crayons to decorate the figures to represent members of the class.



FOLLOWING DIRECTIONS

1. SELECT TWO COLORS OF 9" x 12" CONSTRUCTION PAPER.
2. CUT OUT THE LETTERS OF YOUR FIRST OR LAST NAME FROM ONE OF THE SHEETS OF CONSTRUCTION PAPER.
3. ARRANGE THE LETTERS IN A DESIGN ON THE SECOND SHEET OF CONSTRUCTION PAPER.
4. GLUE THE LETTERS IN THE POSITION THAT YOU HAVE SELECTED.
5. MAKE A BORDER FOR YOUR PICTURE.





STOP

LOOK

LISTEN

* * * Design a safety poster for your school. Give your poster a title. Think about the need for safety rules. Think about the people who help make our school a safe place to be.

* * *

STOPLIGHT!

Materials Needed:

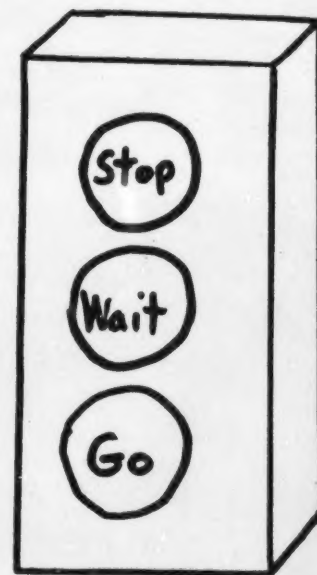
- * Shoe box
- * Aluminum foil
- * Black felt tip pen
- * Red, green and yellow crayons
- * Heavy white paper or oaktag

Procedure:

- * Cover box with foil.
- * Cut, color, and label circles as seen in illustration.

Purpose:

- * To practice safety procedures.
- * To reinforce recognition of colors.



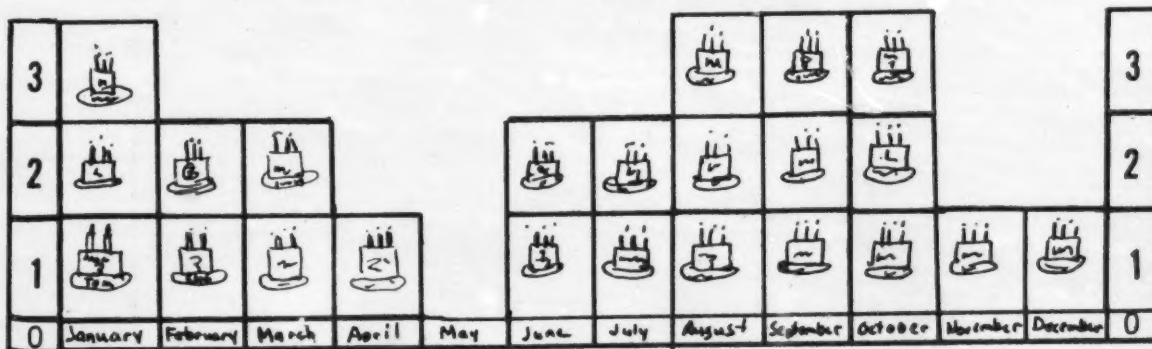


BIRTHDAY GRAPH



DIRECTIONS:

- ① Copy and cut out rectangles with cake pictures.
(See facing page.)
- Give each student a cake picture.
- ② Instruct the students to write their names on the plate of their cake and their birthdate - month and day - on the cake frosting.
- ③ Along the bottom of a bulletin board, pin up labels with the names of each month in order. (See figure below.) Title the display: CLASSROOM BIRTHDAY GRAPH. (If bulletin board space is not available, use chart paper, bulletin board paper or tagboard. It should be approximately 52" long and 36" high.)
- ④ Call each month and have students with birthdays that month bring up their cakes and pin them on the board. (Optional: put them in order of the day of the month.)
- ⑤ Number sides of graph so students can read the number of birthdays for each month. (They should first count them.)



Hint: When ready to take project down, file away the birthday cakes by month to use with your regular monthly classroom calendar.

DIRECTIONS: Copy and cut out as four rectangles. Students should write their names on the plates and birthdate on the cake frosting. Preceding page has teacher instructions for making a large class graph.

OPTION: Students may personalize their cakes by adding an appropriate number of candles and coloring their cakes.



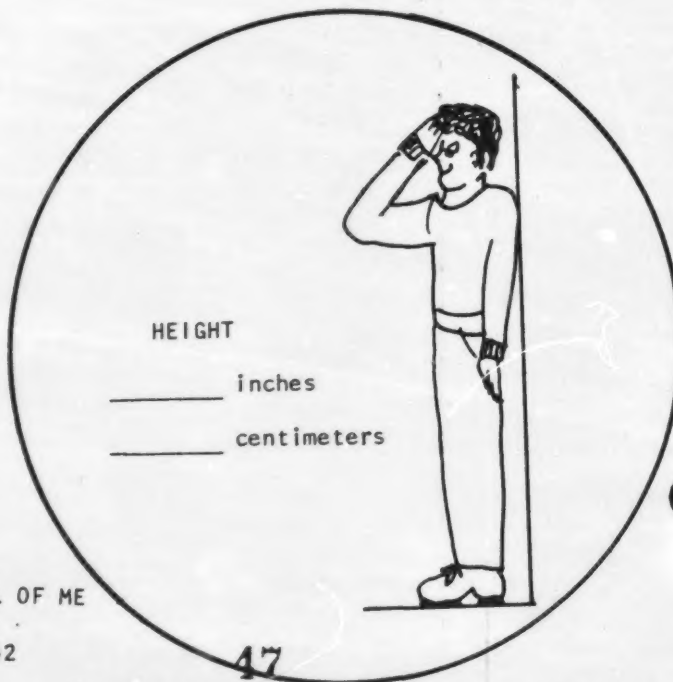
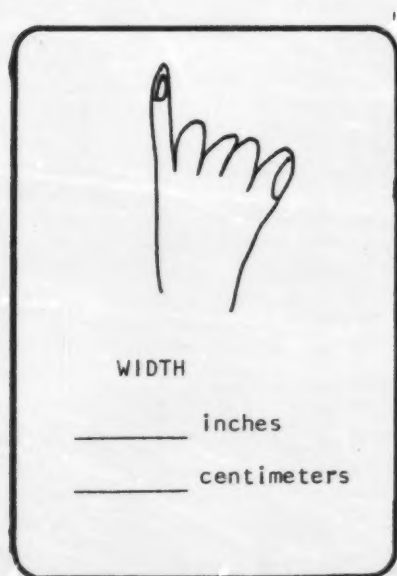
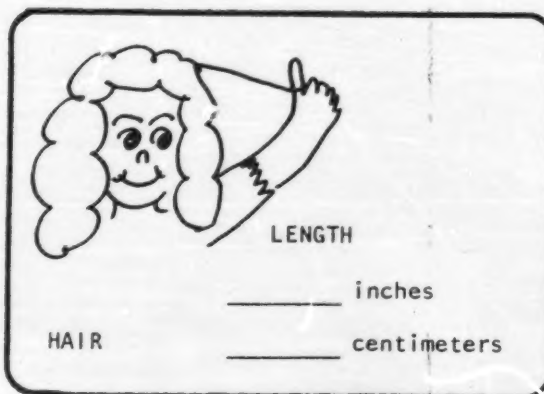
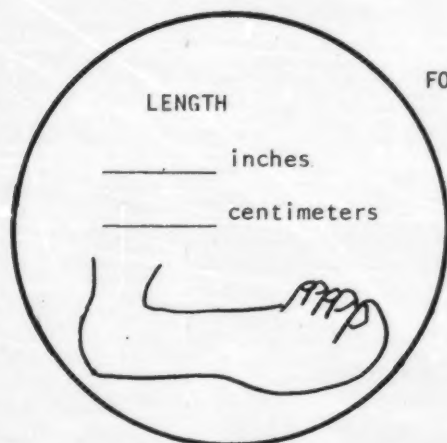
MY CLASSROOM

GRADE _____ ROOM _____

1. MY TEACHER'S NAME IS _____.
2. THERE ARE _____ STUDENTS IN MY CLASSROOM.
3. THERE ARE _____ GIRLS AND _____ BOYS IN MY CLASSROOM.
4. THERE ARE _____ LIGHTS IN MY CLASSROOM.
5. THERE ARE _____ WINDOWS IN MY CLASSROOM.

MY SELF

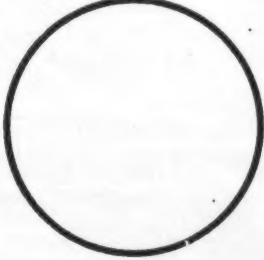
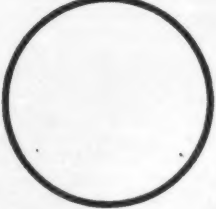
USE A TAPE MEASURE TO MAKE THESE MEASUREMENTS. USE INCHES OR CENTIMETERS DEPENDING ON WHETHER YOU HAVE A STANDARD OR METRIC TAPE.



Coin Recognition

Coins are made in different sizes. Blind people can tell the different coins by touch. Can you?

DIRECTIONS: Draw an arrow from the picture of the coin to the word for this coin. Then draw another arrow from the coin to the same size circle. Check your answers by putting real coins in the circle.

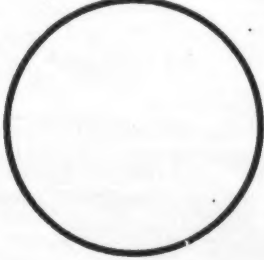
COIN	WORD	CIRCLE
	PENNY	
	HALF DOLLAR	
	DIME	
	NICKEL	
	SILVER DOLLAR	
	QUARTER	



PENNY



HALF DOLLAR



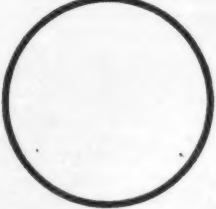
DIME



NICKEL



SILVER DOLLAR

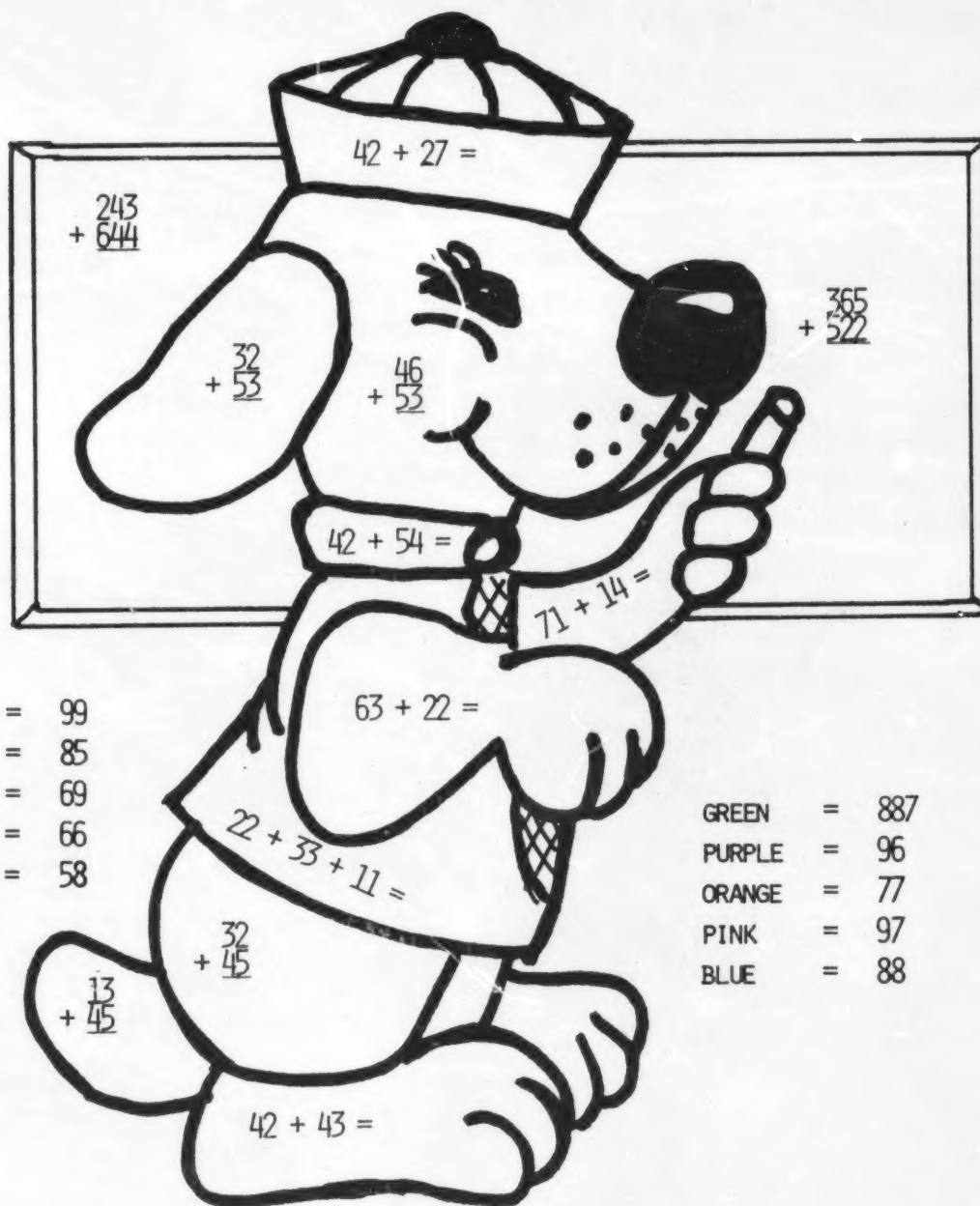


QUARTER



Add 'n Color

DIRECTIONS: FIND ALL THE SUMS, USE THE CODE TO COLOR THE PICTURE SO THAT YOUR TEACHER CAN QUICKLY TELL WHETHER YOU ADDED CORRECTLY.



WHITE = 99
BROWN = 85
RED = 69
YELLOW = 66
BLACK = 58

GREEN = 887
PURPLE = 96
ORANGE = 77
PINK = 97
BLUE = 88

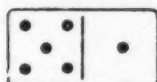


OBJECTIVE: TO PROMOTE STUDENT FACILITY WITH BASIC ADDITION FACTS, PARTICULARLY SUMS OF TEN,

NUMBER OF PLAYERS: 2 OR 3.

MATERIALS: A SET OF DOUBLE-NINE OR DOUBLE-TEN DOMINOES. SPREAD THE DOMINOES FACE DOWN ON THE PLAYING TABLE.

BEGINNING PLAY: EACH PLAYER TAKES 5 DOMINOES. THE PLAYER WHO HAS THE HIGHEST TOTAL NUMBER OF DOTS ON ONE DOMINO WILL PLAY FIRST. ONE DOMINO FROM THE TABLE IS TURNED FACE UP.



GAME PLAN:

THE FIRST PLAYER THEN CHOOSES A DOMINO WHICH WILL FORM A SUM OF 10 WHERE IT TOUCHES EITHER OPEN END OF THE ONE ON THE TABLE. FOR INSTANCE:



THIS

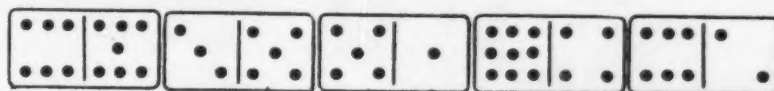
OR

THIS

WOULD WORK. IF YOU CAN FORM A SUM OF 10, YOU GET ONE POINT. (IF YOU CANNOT FORM A SUM OF 10, YOU MUST PASS UP YOUR TURN.)

YOU THEN CHOOSE ONE NEW DOMINO (WHETHER YOU WERE ABLE TO FORM A 10 OR NOT) AND IT IS THE NEXT PLAYER'S TURN.

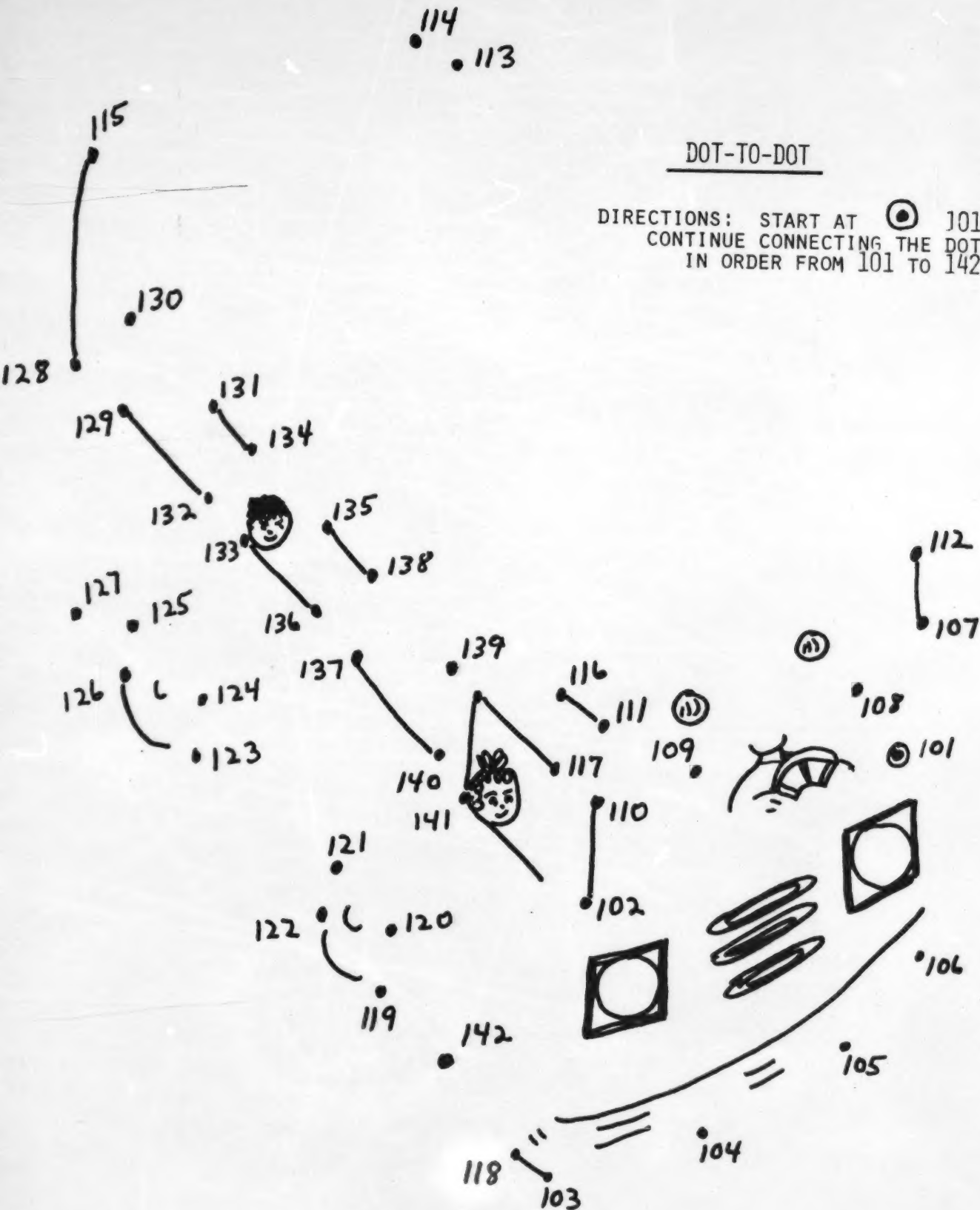
THE GAME CONTINUES WITH EACH PLAYER PUTTING DOWN DOMINOES SO THAT WHEN THEY TOUCH, THEY MAKE 10 SPOTS.



WHEN ALL THE DOMINOES ARE GONE FROM THE TABLE AND NO ONE IS ABLE TO MAKE ANY MORE 10'S, SUBTRACT ONE POINT FOR EACH DOMINO YOU COULDN'T USE. THE PERSON WITH THE MOST POINTS IS THE WINNER.

DOT-TO-DOT

DIRECTIONS: START AT 101.
CONTINUE CONNECTING THE DOTS
IN ORDER FROM 101 TO 142.



Shape face

List the number of each kind of shape.

How many:



CIRCLES



TRIANGLES



SQUARES



PENTAGONS



TRAPEZOIDS



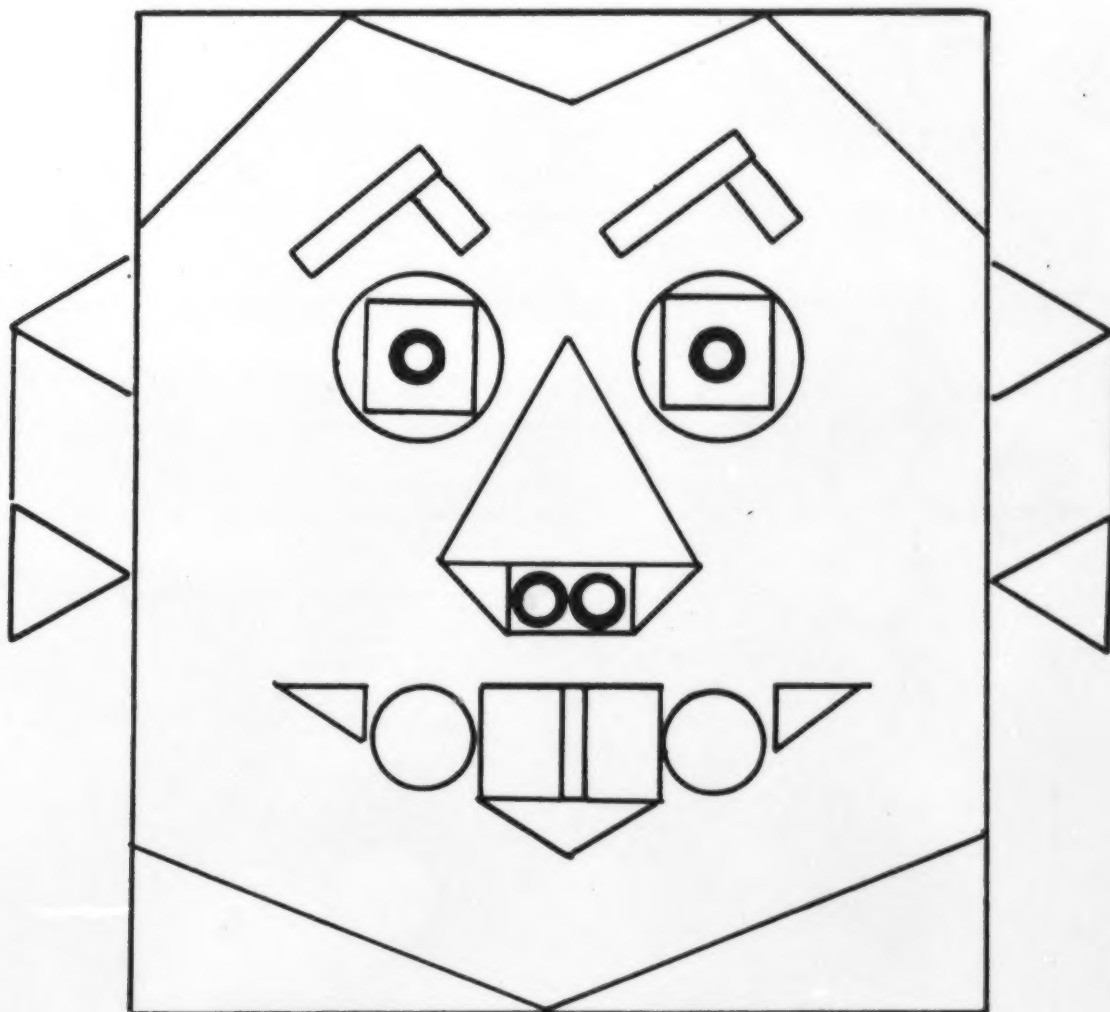
RECTANGLES



PARALLELOGRAMS

Challenge question: How many QUADRILATERALS? _____ (*Hint)

Now, find a picture of a human or animal face. Redraw the face using geometric shapes for the features.



* Any figure with four straight sides is a quadrilateral!

67 +22	4 3 +7	63 -60	82 -71	6 +8	37 +42	8 2 +5	49 -35	14 12 +31



22nd



16 + 8	22 34 +33

1 7 +3	69 + 7	78 -64

42 23 +42	8 8 +8	35 +22	23 33 +33	58 -47

43 +61	6 6 +6	82 +27

43 +55	82 +25

9 +9	46 +53	2 2 2 +5	22 22 22 +33	21 +58	96 -54

DIRECTIONS: Do the problems. Match letters to answers. Read the secret message.

a = 18
b = 15
d = 104
u = 99

e = 14
f = 107
h = 76
y = 109

i = 24
m = 79
n = 42
t = 11

o = 98
p = 3
r = 57
s = 89

Fall Secret

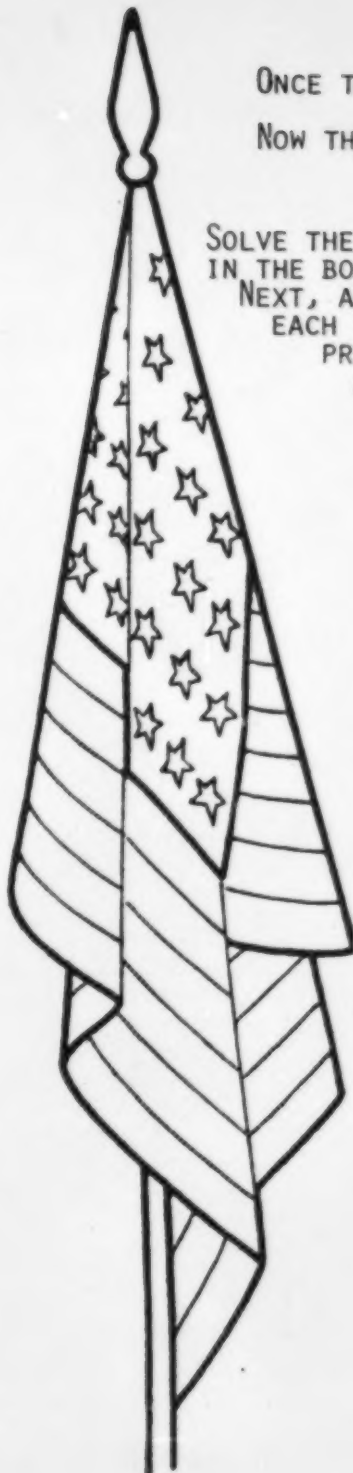


SUM PROBLEM

ONCE THERE WERE ONLY 13 STARS ON OUR FLAG.

NOW THERE ARE _____.

SOLVE THE ADDITION PROBLEMS BELOW. THEN PUT YOUR ANSWERS IN THE BOXES WITH THE SAME LETTERS ("A" IN "A" AND SO FORTH). NEXT, ADD EACH HORIZONTAL LINE AND EACH COLUMN, PUTTING EACH TOTAL IN THE BLANK BOX. IF YOU HAVE ANSWERED THE PROBLEMS CORRECTLY, THE SAME NUMBER WILL APPEAR IN ALL THE BLANK BOXES.



A.	B.	C.	
D.	E.	F.	
G.	H.	I.	

$$\begin{array}{r} A. \quad 12 \\ + 13 \\ \hline \end{array}$$

$$\begin{array}{r} B. \quad 8 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} C. \quad 7 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} D. \quad 9 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} E. \quad 10 \\ + 12 \\ \hline \end{array}$$

$$\begin{array}{r} F. \quad 3 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} G. \quad 5 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} H. \quad 9 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} I. \quad 13 \\ + 11 \\ \hline \end{array}$$

Bulletin board??

The bulletin board sized classroom calendar has been around as long as primary teachers have...and the traditional September apples, October pumpkins and February hearts are pulled out of storage and dusted off year after year.

Granted they're sure and safe (and available), but aren't you getting to feel just a little "Ho-Hum" about them?

We hope to help you beat the "blahs" with a few suggestions each month to liven up your classroom calendar. Cut-out patterns will be provided for you to use, if you like, or you may be inspired to come up with some of your own. Given a specific theme, your children might design the cut-outs themselves.

Details are kept to a minimum since the important item on the cut-out will be the date. But once you put the date on - large and clear - you can use your felt pen to personalize it in any way you like.

Hopefully, the patterns will be presented one month in advance of your need, so you will have time to get them ready for the first of the new month. It will take a little work the first year, but just think...you can store them away for next year and you'll have something to trade off with your apples!

GENERAL INSTRUCTIONS:

A piece of 28" wide poster board will probably form the base for your calendar grid. You can vary the color of the grid each month or use the same grid for a number of months and change the color of the bulletin board background paper. The dates can be 4" wide, thus utilizing the whole piece of poster board, or you can measure 3 1/2" (starting at the center), thus leaving a border around the outside.

Your cut-outs that are waiting to be used later in the month, can be kept in an envelope tacked to the board, or they can be pinned up, scattered around the lower part of the board (around the poster board). Then the child who is to pin up the current date will have to choose the correct one from those displayed.

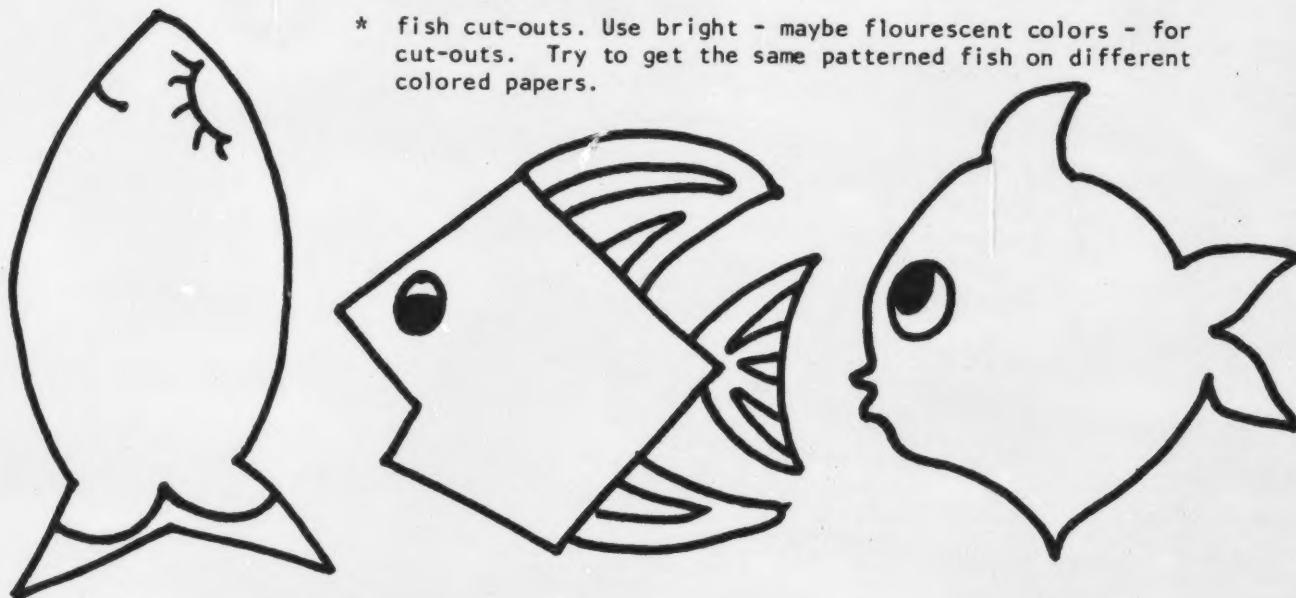
In kindergarten the teacher can keep the supply of cut-outs until needed and then discuss them daily before they are put up.



September

Title: "EVEN LITTLE FISHES GO BACK TO SCHOOL"

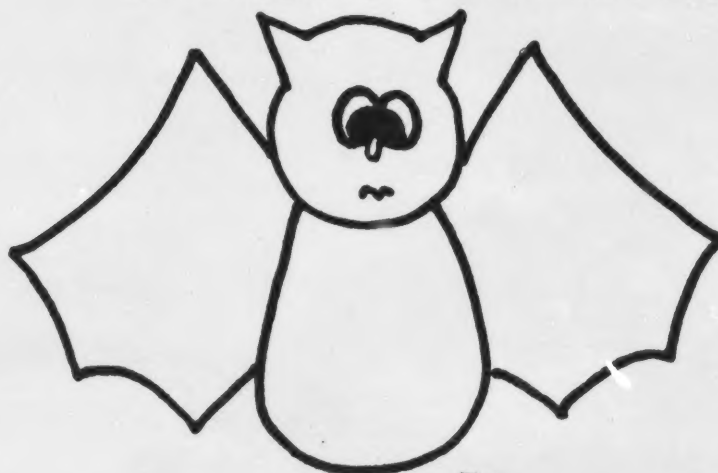
- Suggestions:
- * blue background paper
 - * white grid
 - * fish cut-outs. Use bright - maybe flourescent colors - for cut-outs. Try to get the same patterned fish on different colored papers.



October

Title: "OCTOBER - WHEN THINGS GO BUMP IN THE NIGHT"

- Suggestions:
- * black background paper
 - * orange grid
 - * bat cut-outs. Use black paper for the cut-outs and add the numerals with white chalk or poster paint. How about pairs of different colors of sequins for the eyes? For a 3-D effect, bend the wings slightly forward where they join the body.



SEPTEMBER

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday